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ABSTRACT

This publication presents a collection of brief examples of cooperation between community education and the Cooperative Extension Service provided by state land-grant universities, the United States Department of Agriculture, and local governments, working together. These examples, collected from across the nation, fall into six categories: (1) local community education development, (2) statewide planning, (3) staff development, (4) programming, (5) cooperative program promotion, and (6) interagency cooperation. Names and addresses of contact persons who can provide further information are included when possible. (Author/PGD)

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STRENGTH THROUGH COOPERATION

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COOPERATIVE EXTENSION SERVICE

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

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STRENGTH THROUGH COOPERATION

Examples of Cooperation Between Community Education
and Cooperative Extension

Steve R. Parson
Extension Specialist
Community Education

In Cooperation With The National Community Education Association
Task Force On Cooperative Extension

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Extension Division

Virginia Polytechnic Institute and
State University

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Introduction

The philosophy and mission of the Cooperative Extension Service and Community Education share many commonalities. It was the recognition of these commonalities that motivated Virginia Polytechnic Institute and State University to establish the Cooperative Extension Program for Community Education in 1974.

The program at VPI&SU was originally designed to develop a model for involving the Cooperative Extension Service in the process of Community Education Development. The idea was that Cooperative Extension represented a resource in community organization and development. Through a program of in-service education, extension agents were prepared to assist local communities in studying, planning, and implementing Community Education Programs. In 1976 the Virginia Cooperative Extension Service was presented an award from the National Community Education Association in recognition of the leadership provided to the development of Community Education.

As cooperation between Community Educators and Cooperative Extension personnel grew in Virginia, other states also began to forge similar linkages. As the interest in the potential for cooperation grew, it became evident that there was a need to bring together examples of the various forms that cooperation has taken.

A more detailed discussion of the relationship of Cooperative Extension to Community Education is contained in an article appearing in the Community Education Journal (September/October, 1975). A reprint of that article can be found in Appendix A of this publication.

This publication presents a collection of examples of cooperation between Community Education and Cooperative Extension. The examples were gathered with the assistance of the staff of the Centers for Community Education Development throughout the country. As the dialogue between Community Education and Cooperative Extension personnel continues, new areas for cooperation will emerge at the local, state, and national levels.

The examples presented here fall into six categories which represent various aspects of cooperation. The categories are:

1. Local Community Education Development
2. State-wide Planning
3. Staff Development
4. Programming
5. Cooperative Program Promotion

6. Inter-agency Cooperation

Most of the examples cited are only briefly described. An attempt has been made to provide the names and addresses of persons who can be contacted for further information.

We hope this publication of examples of cooperation will quickly become outdated as more linkages are formed between Community Education and Cooperative Extension.

The assistance and support provided by the National Community Education Association Task Force on Cooperative Extension has been greatly appreciated.

Steve R. Parson
Extension Specialist
Community Education
Virginia Polytechnic Institute
and State University

Local Community Education Development

In many localities extension agents have assisted citizens in examining the potentials of Community Education. The extension agents have also supported the community in the planning and implementation stages of Community Education Development.

California

Riverside County -- Extension Agent Lawrence Yee and a co-worker attended a Community Education Workshop sponsored by the Center for Community Education Development (University of Redlands) and must have been impressed with what they heard. After the workshop they assisted the Woodcrest Pacers 4-H Club obtain a Standard Oil Community Pride Mini-Grant to help develop a Community Education program in their area. The 4-H's conducted a door-to-door survey, made promotional posters and other materials, and met with the local advisory board.

Extension Agent Yee stated that, "We are also keeping in contact with community education people and would be more than willing to cooperate in any way possible for new programs. We have many resources available to us and would be glad to share!"

Contact Person: Mr. Lawrence K. Yee
 4-H Youth Advisor
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Colorado

Conejos County -- During the first year (1976-1977) of federal funding under the Community Schools Act a consortium of local educational agencies in Conejos County received a grant to initiate a Community Education program. The consortium included the county's three public school districts and the Conejos County Cooperative Extension Service. The project proposal stated that "... in low-income rural counties such as this one, the small school districts cannot afford to finance their own Community Education programs." This project proposes to combine the limited resources of three small school districts and one State-Federal agency (Colorado Cooperative Extension Service) into one countywide, quality effort in Community Education. This is the first time such a cooperative arrangement has been developed in the state of Colorado.

One of the contributions made by the Extension Service to this project was office space and secretarial help. The project was designed to supplement K-12 programs in each of the three cooperating schools, especially in the areas of youth recreation, family recreation, and alcohol and drug abuse education.

Emphasis was also placed on vocational job skill type classes to serve the many county residents who were not high school graduates.

The overall goals proposed for this project were as follows:

1. To develop and to initiate in the three districts of Conejos County a Community School program on September 1, 1976.
2. To maximize the use of the three district facilities and other community facilities in the county.
3. To implement varied programs to increase educational and recreational opportunities for children and youth.
4. To implement new and needed programs, based on continued need assessment, for adults and youth to make education a life-long process.
5. To develop within the three school districts the leadership to institute community development.
6. To provide new educational, recreational, social, and cultural activities to all citizens within the three districts.
7. To curb vandalism within our youth population by instituting extended special programs.

Contact Person: Mr. Gene D. Williams
County Extension Director
Box 449
La Jara, Colorado 81140

Tri River Area (Grand Junction, Montrose, Delta) -- The Colorado Cooperative Extension Service developed a proposal for a project entitled "Expanding Education Using 4-H Projects in Cooperation With Schools of the Tri River Area." The project was developed out of concern about the alienation of the communities and parents from schools and 4-H. The project proposal stated that there are considerable community resources to school and youth groups that are not being fully utilized. It also continues to comment that, "In our schools there are very limited opportunities for real life experiences in the classroom. Through a joint effort the schools can provide the curriculum leadership while 4-H projects can be the medium of meaningful experience."

The Tri River Extension staff conducted a review of their 4-H manuals to establish reading and math levels, and found a need for materials prepared at the 3rd and 4th grade levels. There was also the feeling that there was a lack of transfer of programs (school and 4-H) into the home environment result-

ing in a lower level of learning and interest, plus a minimal ability to apply classroom education.

The program thrust will emphasize developmental relationships among school, community, and home, with the major emphasis directed toward the home becoming a learning laboratory to test concepts presented in the classroom and by supporting community resources (health services, social services, community schools, 4-H, etc.). Another facet of the program will be to help the youth to understand the process for utilizing community resources (the Community Development Process).

The program will be a cooperative effort between the Tri River Area Extension Service and Olathe Community Elementary School to provide more services for the home, community, and schools for the betterment of each individual that is served. The project planners feel that this cooperation will result in "...getting the most out of the tax dollar." The project will attempt to facilitate the transfer of responsibility of the total project to community leadership. After three years, community leadership will assume full responsibility for maintaining the program.

The following components will be implemented in the project:

1. Student interns (university) will help facilitate the development and revision of educational materials for elementary grade skill levels.
2. Student interns will help facilitate the process of fitting components of subject matter from the 4-H manuals into classroom situations, such as Math, Art, Drama, Physical Education, Science, and others.
3. The Tri River Area Extension Youth Staff will work with teachers and 4-H leaders to further refine educational materials, to utilize community resources and to help make the home the learning laboratory.
4. Training workshops for teachers, 4-H leaders and Extension Service personnel will be held to facilitate program thrusts at the Olathe Community Education School and at other schools and communities in the Tri River Area.
5. The Community School Director will work with the local Extension Service personnel, 4-H leaders, teachers, and community resource people to get them involved. The Director will also serve in a liaison role with the Tri River Area Extension Office and the Olathe Schools.
6. The 4-H projects will be used to transfer knowledge, skills, attitudes, and aspirations from the project to individuals such as societal concerns relating to discipline of self and others, love, values, careers, etc. 4-H project materials

will be adapted to classroom experiences and skill levels and vice versa.

This project should certainly provide a model for integrating 4-H programs with public school educational components.

Contact Person: Mr. Thomas J. Doherty
Area Extension Director
Tri River Area
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Montrose, Colorado 81401

Idaho

Boundary County -- The Community Resource Development Staff of the Idaho Cooperative Extension Service has been involved in starting a Community Education program and is presently helping to secure funding to expand the program. The present efforts are a joint effort of the public schools and the local development corporation which includes the Chamber of Commerce.

Payette County -- A citizens advisory committee has been formed. Using the high school social studies class, a survey has been conducted of urban and rural residents to determine needs and problems.

The Idaho Extension Service is providing a vital role in helping their communities mobilize their resources to plan and develop Community Education.

Contact Person: Mr. Neil Meyer
Community Resource Development
Cooperative Extension Service
University of Idaho,
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New Mexico

Otero County -- Two extension agents from the New Mexico Cooperative Extension Service helped introduce the concept of Community Education to a Committee for Parents and Children in the Alamogordo community. A small seed grant was obtained from the Center for Community Education Development at New Mexico State University.

The extension agents continued to work with community members to develop and conduct a needs assessment. A proposal was developed to apply for a grant under the Federal Community Schools Act. The proposal received funding and as of January, 1977, Alamogordo has a part-time city coordinator and two part-time community school directors.

The efforts of these two extension agents in helping to organize the community and introduce the Community Education concept were highly successful.

Contact Person: Dr. Keith Austin
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Cooperative Extension Service
New Mexico State University
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Las Cruces, New Mexico 88003

North Carolina

Durham -- The Durham County Community Education Program represents an exciting and innovative model for involving Cooperative Extension. Durham County has defined Community Education as "a facilitative structure which can lead to the full utilization of community resources."¹

The Durham County's Community Education Program began small, with 50 people taking classes in one school in 1975. During the second year 1976-77 they received a grant under the Federal Community Schools Act to initiate a system-wide program.

When the second year of community education programming was planned cooperation and consultation among agencies was emphasized. The Durham County Schools contracted with three essential components of the program: the community development work, the design of technical institute credit and continuing education classes, and the training of staff development of the research and evaluation scheme with three key agencies: The Durham County Agricultural (Cooperative) Extension Service, the Durham Technical Institute, and the Department of Adult and Community Education at North Carolina State University.

Inclusion of the Agricultural Extension Service in the Community Education program was done with the conviction that a community development agent could make a significant difference in the development of citizen involvement. This agent was charged with the task of working with the staff of the Durham County Extension Service to help redefine the work of the Agency in terms of community education. A further task was to document his work so that other Agriculture Extension Service units might learn how to effect a similar reorientation.

The extension agent assigned to work with the Community Education program was given the title of Associate Director for Community Resource Development. Three major problems were identified in developing the extension agent's role.²

¹Foster, Barbara B., "Durham County Community Education Program, Overview Guide," Durham County Public Schools, Durham County, North Carolina, 1977.

²Fowler, W. L. and Peter Burke, "The Community Development Agent's Role in Community Education," North Carolina Agricultural Extension Service, Raleigh, North Carolina, 1977.

The identified problems and the objectives developed to meet them are listed below:

Problem #1: Agencies and other community service organizations apply resources ineffectively to solve community problems.

Objectives:

- 1.1 To coordinate community educational programs, activities, and projects to avoid unnecessary duplication and conflict.
- 1.2 To establish effective structures for community/neighborhood cooperation in the Community Advisory Councils and in the Inter-Agency Task Force.
- 1.3 To establish effective communication among individuals, groups, and organizations in the community, through Inter-Agency Task Force and Community Advisory Council.
- 1.4 To provide a cooperative working relationship among the Task Force.
- 1.5 To coordinate neighborhood participation in local programs, projects, activities, and events, through the Community School Coordinators and Community Advisory Councils.
- 1.6 To teach basic Community Development skills to the Community Education Director and Community Education Coordinators (if necessary).
- 1.7 To teach group process-leadership skills to the Community Education Director and Community Education Coordinators (if necessary).

Problem #2: Communities are losing a sense of control over themselves: politically, socially, economically, and psychologically.

- 2.1 To help Community Advisory Councils learn what areas of control there are for the community.
- 2.2 To establish functioning, effective Community Advisory Councils to solve local problems.
- 2.3 To help identify available and potential community resources for problem-solving through Community Advisory Councils.
- 2.4 To help develop on-going needs/problem identification strategies for Community Advisory Councils.

- 2.5 To help develop strategies to maintain commitment to solving community problems, through Community Advisory Councils.
- 2.6 To help identify appropriate local leaders, in Community Advisory Councils.
- 2.7 To help devise strategies to utilize identified leaders in Community Advisory Councils and in general community education activities.
- 2.8 To help the Community Advisory Councils learn about "political" problem-solving processes.
- 2.9 To help the Community School Coordinators learn the basic skills necessary to accomplish objectives 2.1 through 2.8 via Community Advisory Councils.

Problem #3: At the present time Community Advisory Councils have great difficulty in coping with community/neighborhood problems.

Objectives:

- 3.1 To help Community Education Coordinators and Community Advisory Councils learn group process and group-building skills.
- 3.2 To help develop individual and group ideas and tasks with Advisory Council members.
- 3.3 To help Advisory Council members develop individual and group definitions of "lifelong learning" in relation to community education/development.
- 3.4 To help reduce ethnic/racial barriers to Advisory Council development (if necessary).
- 3.5 To help the councils and Community Education Coordinators learn group problem-solving skills.
- 3.6 To help Councils and Community Education Coordinators define effective geographical boundaries for each "community."
- 3.7 To help develop strategies to insure on-going participation by Advisory Council members.
- 3.8 To help develop recruitment strategies to insure council establishment and continuity.

(Note: Many of these objectives will be accomplished working with the Community Education Director and Community School Coordinators.)

The Durham model has gone a long way in helping to define some of Cooperative Extension's roles in Community Education. It is appropriate that the community school is looking to extension for assistance in developing the process aspects of Community Education, namely, community development and citizen involvement.

Contact Persons:

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Durham County Community Education
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Durham County Schools
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Durham, North Carolina 27702

Mr. William Fowler
Extension Agent - Community Development
Agricultural Extension Service
721 Foster Street
Durham, North Carolina 27701

Virginia

Roanoke -- Extension Agent with area CRD responsibilities, Ted Ashby, spends almost 100% of his time working on Community Education Development in a five county regional planning district. Ashby has been instrumental in forming several planning groups and the establishment of three new Community Education programs. He has seen Extension's role as helping communities become aware of the concept and making plans for implementation.

The VPI&SU Extension Agent has prepared a detailed plan for Community Education Development. Listed below are the main goal and objectives contained in the 1977-78 Extension plan of work.

Goal -- For three new community councils to be operational and provide community education programs with the endorsement of local government, school board, key agencies, civic organizations and citizens.

Objectives

1. Inform key citizens about community education.
2. Utilize Community Education Steering Committee.
3. Identify potential locations for community education programs.
4. Develop and implement a public information program.
5. Involve key leaders in the community education process.
6. Implement "plan for organizing a community education program."

7. Utilize opportunities as they arise to promote community education.

Contact Person: Mr. Ted Ashby
Extension Agent
VPI&SU Extension Division
2728 Colonial Avenue, SW
Suite 12
Roanoke, Virginia 24015

Alleghany County -- Extension Agent Phyllis Hockman has given leadership to a citizens study committee examining the feasibility of establishing a Community Education program that would serve three independent governmental jurisdictions. The committee is currently conducting a large-scale survey of community needs.

Contact Person: Ms. Phyllis Hockman
VPI&SU Extension Division
Covington, Virginia 24426

Blacksburg -- The Virginia Cooperative Extension Service has been active in the development of Community Education programs throughout the state. They have been particularly effective in organizing the community to study, plan, and implement the concept. The organization skills possessed by many extension agents are particularly valuable in the development of new Community Education programs. The Extension Agents in Virginia are supported by a full-time Extension Specialist who directs the Cooperative Extension Program for Community Education.

Contact Person: Dr. Steve R. Parson
Cooperative Extension Program
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Virginia Polytechnic Institute
and State University
Blacksburg, Virginia 24061

State-Wide Planning

In many states, planning for Community Education has been initiated at the state level. This planning process has involved Extension leaders and those responsible for the development of Community Education programs in the state.

This planning process has included the development of a mutual understanding of respective roles. The communication that takes place at the state level during the planning process has had a significant effect on the establishment

of linkages between Cooperative Extension and Community Education programs at the local level.

Alabama

Birmingham -- An item in the newsletter from the Center for Community Education Development at the University of Alabama - Birmingham illustrates cooperation blooming on the state level.

Cooperative Extension Service

On May 26, Boyd Rogan, Paul Ruark (Center for Community Education, University of Alabama, Birmingham), Dave Torma (State Department of Education - Community Education) and Brent Halverson (Auburn University) met with Dr. Warren McCord, Director of Community Resource Development for the Alabama Cooperative Extension Service. After a very successful cooperative program between Extension Services in Huntsville and Davis-Hills Community School, Dr. McCord was especially receptive to talking about similar ventures statewide. Dr. McCord asked UAB Center Staff to address the July meeting of his district staff, explaining the community education concept and putting them in touch with local community school coordinators. He also said he would like to see as one of the goals of his program, the establishment of at least one community school in every Alabama County by 1980.

Communication has been the key to initiating cooperation. Where communications have been established between Community Education and Cooperative Extension personnel, productive linkages have been found.

Contact Person: Dr. Boyd Rogan, Director
Center for Community Education
University Station
University of Alabama in Birmingham
Birmingham, Alabama 35294

Georgia

Valdosta -- Personnel in the State of Georgia have been actively developing a working relationship between Community Education and Cooperative Extension.

Late in 1976 representatives of the Institute of Community Area Development and the state level extension leaders (including district directors) attended a Community Education Awareness Workshop conducted by the two Centers for Community Education Development at Valdosta State College and Georgia Southern College.

An extension specialist was brought in to conduct a two-day workshop to train directors of Centers for Community Education Development from Georgia, Florida, and Alabama. The workshop was designed to help the center directors acquire community development skills.

In the spring of 1976 the Extension Specialist in Community Education from Virginia Polytechnic Institute and State University was brought in to present a program on the potentials for cooperation to the state extension administration.

In addition to this an extension agent in Brooks County provided leadership to the planning for a Community Education program. The planning resulted in the county receiving a grant under the Federal Community Schools Act.

Contact Person: Dr. Paul DeLargy
Center for Community Education
Valdosta State College
Valdosta, Georgia 31601

Texas

College Station -- Through a process of planning and communications between the staff of the Center for Community Education and the Texas Agricultural Extension Service (both at Texas A&M) the following memorandum was sent to all county extension agents by Dr. Daniel C. Pfannstiel, Director of Extension.

MEMORANDUM TO: All County Extension Agents

SUBJECT: Cooperative Relationships Between Extension Service and Community Education

In recent months, several county Extension agents have been involved informally with local community education coordinators in conducting educational activities for mutual audiences. Several procedure and policy questions have arisen from this involvement, such as: what are the community education objectives and how do they operate, should county Extension agents and/or specialists serve as instructors for community education courses, how should the distribution of Extension publications in support of community education activities be handled, and who should establish liaison and communication with community education at the local level.

The following guidelines and attachments were developed by a staff committee in consultation with Dr. Robert I Berridge, Director, Center for Community Education at Texas A&M University. Additionally, district Extension agents and members of the administrative staff reviewed and suggested revisions prior to administrative approval. Community education and Extension objectives and procedures appear com-

plementary and offer to better serve mutual audiences in areas of common subject-matter responsibility.

At the county level, it is suggested that the county Extension agent assign community resource development responsibilities assume the liaison role with the community education coordinator (where a community education program exists). However, if another member of the staff has had prior involvement with the local community education coordinator and it is felt that it would be more appropriate for this agent to maintain the liaison role, approval may be obtained from the district Extension agents.

Dr. James I. Mallett, State Community Resource Development Program Leader, is being designated liaison officer for further coordination and communication at the State level. Area and State CRD staff will be able to provide additional information and assistance on this matter when needed.

Yours very truly,

Daniel C. Pfannstiel
Director

Attached to the memo was a position statement entitled, "Mutually Supporting Relationships Between Community Education and the Texas Agricultural Extension Service." The statement develops the following rationale for cooperation.

The need for guidelines delineating the mutually supporting relationships between community education and Texas Agricultural Extension Service is based on the following facts.

1. Regional and local community education coordinators often lack knowledge of the many facets of Cooperative Extension Education and the role and responsibilities of Texas Agricultural Extension Service county agents.
2. Texas Agricultural Extension Service agents often lack understanding of the community education process and of the possibilities for serving as a resource person to, or jointly sponsoring educational activities with community education.
3. The growth of Federal, State, and local agencies and programs designed to deal with community problems has increased the opportunities for coordinated efforts to meet the needs of people.

The statement goes on to list specific ways in which community education

coordinators and county extension agents can cooperate.

This position statement will provide a foundation for developing cooperation between a strong Extension Service and a rapidly expanding Community Education program in Texas.

Contact Persons: Dr. James Mallett
State Program Leader -- Community
Resource Development
Texas Agricultural Extension Service
Texas A&M University
College Station, Texas 77843

Dr. Robert I. Berridge
Director
Center for Community Education
College of Education
204 New Office Building
Texas A&M University
College Station, Texas 77843

Washington

Olympia -- The State Superintendent of Public Instruction has formed a State Advisory Council for Community Education. The Washington Cooperative Extension Service is represented on that council by Mary Kohli, Cooperative Extension Supervisor. This council is charged with developing a state-wide plan for Community Education.

Contact Person: Mr. Jerry Thornton, Director
Washington Community Education Center
Old Capital Building
Olympia, Washington 98504

Staff Development

One of the keys to cooperation seems to be in the area of staff development. In order to begin building cooperation it is important that all of the parties involved have a clear understanding of the role and function of the institutions and agencies involved.

Several states have initiated in-service education programs designed to acquaint extension agents with Community Education. These programs have focused on the concept, staffing, organization and administration of Community Education programs.

In-service education programs have also been developed for community education personnel to acquaint them with the philosophy, resources, organization

and administration of Cooperative Extension.

California

Davis -- The University of California - Davis Center for Community Education Development, a cooperative effort of the Cooperative Extension and the Department of Applied Behavioral Sciences, has taken leadership in the establishment of a network of community educators. Through the activities of the Center, the Community Education Skills Exchange Network (CESEN) was created as a support system for Extension personnel, community school personnel, community gardeners, community organizers and other educators involved with community. Nearly 100 members now receive a directory with information on each member, a bi-monthly newsletter and opportunities to participate in and provide regularly scheduled in-service educational events. The Network would not exist without the resources and support of Cooperative Extension.

Contact Person: Dr. James I. Grieshop
Specialist, Community Education
ABS Extension - AOB4
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Davis, California 95616

Colorado

Fort Collins -- The Center for Community Education Development at Colorado State University has been active in working with the Extension Service at the state and local levels. The Center and the Extension Service co-sponsored a two-day workshop for community school directors, extension personnel, and community leaders to discuss and explore areas of mutual concerns and interests and to look at ways both Extension Service and Community Education programs can complement each other. Extension staff have also served as resources at seminars conducted by the Center for Community Education and the State Department of Education.

Contact Persons: Dr. Joseph T. Newlin
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and Community Development Specialist
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Dr. Raymond Peterson, Director
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Colorado Department of Education
Sherman at Colfax
Denver, Colorado

Dr. Charles Porter, Director
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Colorado State University
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Michigan

Alma -- Dr. Hugh Rohrer, Director of the Center for Community Education Development at Alma College provided the following examples of linkages they have made with Cooperative Extension:

1. We have held a day long in-service program for community educators and extension agents. I encouraged the community school directors to call their local extension agent and bring them to the meeting. Many of them did. Also, at that meeting, we had the state director (Extension) make a key note presentation. He, of course, encouraged cooperation for the best service to the people of Michigan.
2. Many of our community school directors do coordinate their programming with extension agents.
3. We've also identified extension agents as being a great source of lesson plans for adult's and children's courses.
4. In Michigan, Early Childhood Education is one area that our extension people have provided excellent service to our school districts.

Contact Person: Dr. Hugh Rohrer
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Center for Community Education
Development
Alma College
Alma, Michigan 48801

Montana

Bozeman -- Montana State University sponsors a Center for Community Education Development. The director of that center, Dr. Gloria Gregg, has part-time responsibilities with the Montana Cooperative Extension Service.

One of the center's early activities was to explore the potential for in-service for the state staff and extension agents in the field. As a result a four-hour block of time has been set aside at the Annual Fall Conference (1977) where Community Education will be the major topic. All extension agents from the field and state staff will be in attendance at this session.

Personnel from the Montana Cooperative Extension Service have been instrumental in providing the center director with several opportunities to speak to groups about Community Education.

Contact Person:

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New Mexico

Las Cruces -- A recent newsletter produced by the Center for Community Education Development at New Mexico State University carried a full-page article entitled, "Community Development -- Cooperative Extension Service." The article was designed to acquaint community educators with Cooperative Extension, and more particularly the Community Development Program Area.

Community development can be described as a continuous process of group decisions and group action that accomplishes the economic, social, and cultural goals of local citizens. Helping local citizens make wiser decisions about their community through informal education is a major program of the Cooperative Extension Service at New Mexico State University. These educational efforts, tailored to specific audience needs, include: workshops, seminars consultations, information letters, guidelines, slide/tape presentations and other techniques that inform and educate, while providing opportunities for leadership development.

To be effective, this program of education must be an integral part of the community's total development and it must serve all the people in the community. Each county in New Mexico has at least one extension faculty member guiding the community development educational program which actively involves men, women, and youth. The county extension faculty, working out of 45 county or area offices, is supported at the state level by specialists in youth development, agriculture, home economics, and community development.

At New Mexico State, the Extension community development faculty includes a political scientist, an economist, an organization specialist, and three community development specialists, who design and implement educational programs. These programs deal with such community concerns as: leadership and organizational development, comprehensive planning, business and industrial development, economic development, community services and facilities, health, environment, energy, land use, recreation and tourism, career and manpower development, local government, and housing.

Articles like this one do a lot to open lines of communication that will lead to cooperation between Community Education and Extension personnel.

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Texas

College Station -- The Umbrella, a publication of the Texas A&M Center for Community Education, carried a full page article entitled, "Extension Service and Community Education -- A Complementary Trust" in the February, 1977 issue (Vol. II, No. 4).

The article explains the Extension Service program building process and points out the similarities between the roles of the extension agent and the community educator.

For years county extension agents have been working to improve their respective counties by providing assistance in agriculture, home economics, 4-H and youth, community resource development and related educational programs. Their primary objective is to conduct voluntary informal education programs based on findings from physical and social science research in a manner that will improve citizen's incomes and quality of living. . .

The similarities between the roles of the extension agent and the community educator are many. Both pursue a common objective -- making their community a better place for all by involving the people of their community.

The possible areas of cooperation are also numerous. Of the seventy-three community education pilot projects in Texas only a handful have realized these areas of mutual benefits in working together.

Texas has begun the process of establishing a sound relationship between extension agents and community educators. This process will take some time, but will result in a strong partnership.

Contact Persons:

Dr. James Mallett
Community Resource Development Leader
Texas Agricultural Extension Service
Texas A&M University
College Station, Texas 77843

Contact Persons: Dr. Steve Stark
Associate Director
Center for Community Education
Texas A&M University
College Station, Texas 77843

Utah

Salt Lake City -- In a very innovative approach to communication the State of Utah used its statewide educational television network to hold a seminar on Community Education and Extension. An hour long program featured the state's leaders from Community Education and Extension discussing the needs, problems, cooperations, etc. between Community Education and Extension.

In every community in the state either at an extension office or a community school, people gathered to view the program. After the one hour program a phone/conference system was used to allow viewers to present questions and respond with reactions.

It was reported that this program produced some timely and beneficial interaction. Commitments to work closely were made and have been basically lived up to. This model presents some exciting possibilities for communication in other states.

Contact Person: Mr. Carl E. Jensen
Coordinator, Community Education
Utah State Board of Education
250 Fifth South Street
Salt Lake City, Utah 84111

Virginia

Blacksburg -- The Cooperative Extension Program for Community Education has conducted an in-service education program on Community Education since 1974. Many Virginia extension agents have participated in these programs.

The VPI&SU in-service education program is a combination of three different approaches:

1. concentrated workshops,
2. independent study,
3. program support meetings.

Several two-day workshops have been held to introduce extension agents to Community Education. These workshops also focus on strategies for Community Education Development. In addition to the workshops conducted by the Community Education Extension Specialist, several agents have been sent to the National Center for Community Education (Flint, Michigan) to participate in intensive

two-week workshops.

A number of extension agents pursuing graduate degrees have participated in an independent study course in Community Education. This course is designed to examine the Community Education concept and its relationship to Cooperative Extension.

The final aspect of the staff development program involves program support meetings. These meetings are conducted periodically by the Community Education Extension Specialist with extension agents in a particular area who are involved in some phase of Community Education development.

The Cooperative Extension staff also participate in in-service programs for community educators. These programs have regularly included presentations on Cooperative Extension.

Contact Person: Dr. Steve R. Parson
Extension Specialist --
Community Education
2082 Derring Hall
Virginia Polytechnic Institute
and State University
Blacksburg, Virginia 24061

Washington

Puyallup -- The Washington Cooperative Extension Service has conducted Community Education orientation sessions for all of the Extension agents in Puyallup and Pullman. Extension agents have been encouraged to work with Community Education programs in their areas.

In-service education for extension agents and community educators seems to be a major key for initiating cooperation.

Contact Person: Dr. Richard A. Hagood
Extension Community Resource
Development Specialist
Washington State University
Western Washington Research and
Extension Center
Puyallup, Washington 98371

Programming

One of the obvious linkages between Community Education and Cooperative Extension is in the area of programming. This cooperation ranges from jointly planned and presented programs, to extension programs offered in community school facilities, and extension resources used to enrich regular school programs.

Alabama

Huntsville -- An item from the Alabama Community Education Association news-Letter, Contact, (Volume 1, Number 2) indicates the spirit of cooperation that is developing between community educators and extension agents.

Our Kind of People. . . Woody Stuart, Coordinator of Huntsville's Davis Hills Community School, reports that the Cooperative Extension Service for Madison County has been tremendous in sharing their program. Community school classes have been taught by Cooperative Extension staff in Economy Nutrition, Food Preservation, Nutrition During Pregnancy, and Pre-Natal to Post-Natal Care for Persons Expecting Their First Child. In addition a Youth Cooking Group was organized with high school volunteers teaching 9 to 12 year olds. Woody says, "We enjoy working with people who have a 'can-do' attitude, and the Cooperative Extension people in our county are our kind of people."

The report that "community school classes have been taught by Cooperative Extension staff. . ." may leave the impression that Cooperative Extension was co-opted. Perhaps this was not the case here, but the terminology "community school classes" implies that Extension simply furnished instructors for classes offered by the community school. The involvement of Extension must be greater than providing instructors. It is important that participants are aware that they have received a service from their Extension Service that happened to have been provided in a community school.

Contact Person: Mr. Woody Stuart
Community School Coordinator
Davis Hills Community School
Huntsville, Alabama 35800

California

Davis -- In California the Cooperative Extension is developing an extensive program related to community gardens and urban agriculture. Within this effort there are numerous examples of cooperation between Extension and community schools. In particular, in Sacramento County, with over twenty community gardens, a number of the gardens are located on community school grounds, with neighborhood groups and school groups being involved in the development and maintenance of the community gardens.

Contact Person: Dr. James I. Grieshop
Specialist, Community Education
Cooperative Extension Service
University of California at Davis
Davis, California 95616

Sonoma County -- Extension Agents have been active in developing youth enrichment programs in the schools and communities in Sonoma County. Some of the programs were run by 4-H junior leaders (high school students) who had expertise in various areas and were capable of teaching in schools, low and low-middle income housing, mobile home parks, ethnic oriented areas, as well as other youth agencies requesting 4-H educational oriented programs for youth in their immediate areas. During 1976 the 4-H programs reached over 24,524 young people, 367 adult leaders, and 69 junior leaders, with many more county-wide projects and activities increasing 4-H visibility.

One of the features of the Sonoma County 4-H program is an inexpensively produced brochure aimed at the principals of the community schools. The brochure begins with an open letter to principals.

Dear Principal:

Do you feel the need to supplement your existing program with additional features and materials, and still keep within your budget?

Perhaps the Cooperative Extension Service, 4-H Division, can help you. The 4-H program is geared to provide cost-free resources to educators and others involved in working with youth.

Using materials prepared by the University of California, adult volunteer 4-H leaders and 4-H junior leaders will place their expertise at the disposal of you and your teachers, thus enriching the experiences of your students.

This diversified program is designed for small groups, generally in the 4th, 5th, and 6th grade levels, as a separate project or supplementary features to existing programs.

Should you need further information, please feel free to call me or one of the 4-H Program Aides.

Sincerely,

W. Dee Whitmire
4-H Youth Advisor
Sonoma County

The brochure goes on to provide some background on 4-H and school enrichment programs. Examples of several programs were given, along with a listing of subject matter fields which may be offered in school enrichment programs.

Since community education stresses the use of community resources outside the community school to enrich the education of children, the linkage between schools and 4-H is a natural one. Extension benefits by using the community school as a vehicle for reaching young people and the school benefits by being able to supplement internal resources.

Contact Person:

Ms. W. Dee Whitmire
4-H Youth Advisor
Cooperative Extension Service
2555 Mendocina Avenue
Room 100-P
Santa Rosa, California 95401

Virginia

Charlottesville -- The Charlottesville Public Schools initiated a pilot Community Education program in the Jackson-Via Elementary School. The following is an excerpt of a letter sent by Mr. Bruce Milam, the community school coordinator, to the unit chairperson of the Charlottesville VPI&SU Extension Office.

I wish to take this time to personally thank you and your fine staff for your excellent assistance in the Jackson-Via Community Education programs. Keith Strother, Anna Garland, and Debbie Meinberg proved to be invaluable resources to our school enrichment program and I hope they will continue to play a role in the education of our community's children.

You have been extremely helpful as a member of the Community Council and I hope that your role can serve as a model across the state as to the effectiveness of an extension agent in community education development. The Cooperative Extension Service has been instrumental in the initiation of Jackson-Via's first adult education programs.

Again, it has been a pleasure to work with your agency, and I hope your efforts will continue to grow.

Sincerely,

Bruce M. Milam
Community School Coordinator

This letter represents a strong testimony to the contribution Cooperative Extension is making to Community Education in Virginia.

Contact Persons:

Community School Coordinator
Jackson-Via Community School
804 Harris Road
Charlottesville, Virginia 22903

Ms. Betty J. Adams
Extension Agent
VPI&SU Extension
P.O. Box 911, City Hall
Charlottesville, Virginia 22903

Washington

Ilwaco -- The community school has cooperated with the Extension Service on several programs such as a "Grow Your Own" clinic with agents from four counties offering their expertise on pasture and row crops; horses, beef, sheep, swine, dairy and goats; and vegetable gardens and fruit. They have also had home canning clinics, cooking for heart patients, and holiday bread demonstrations.

Community Education Coordinator Sally Swanson says:

We have a very good working agreement with the Cooperative Extension Service and have had other programs where Community Education provides the space, helps to advertise, and gets the information to the extension people when we hear of subjects or ideas people want to learn about.

It is not known whether the "working agreement" referred to is formalized or informal. A formal agreement may help to define role and relationship that may otherwise be assumed or misunderstood.

Contact Person: Ms. Sally Swanson
Community Education Coordinator
Ilwaco High School
Ilwaco, Washington 98624

Cooperative Program Promotion

The best planned programs or services are often less than effective if the community is not aware of their existence. Promotion is an important component of the program development process.

With budgets tightening and the resources available for promotional expenses shrinking, agencies and institutions must search for ways to effectively inform the community with the least expenditure. One answer to this problem appears to lie in a cooperative promotional effort. This cooperative effort often takes the form of a community-wide publication featuring the programs and services offered by a wide range of agencies and institutions.

With several agencies sharing in the production and dissemination costs, it is possible to reach every household in the community at a low cost. In addition to the savings in promotional costs, the impact on the community is increased when all the programs and services are listed together.

Cooperative promotion also often leads to cooperative joint registration and increased referrals between agencies.

North Carolina

Durham -- During the first year (1976-77) of operation the Community Education program published a tabloid featuring the programs and services offered by agencies and institutions serving the community, including Cooperative Extension. Durham County had received a grant from the federal Community Schools Act to initiate the Community Education program. The entire cost of the first year's publication was covered out of Community Education funds.

In the second year (1977-78) of operation an enlarged tabloid was produced. However, since no grant funds were supporting the program, each agency and institution shared in production costs. Since the benefit of this type of cooperative promotion had been demonstrated in the first year there was no hesitation when the agencies and institutions were asked to share the costs.

The second edition of the tabloid carried a Community Needs Survey developed by the Community Education Task Force. Data from these survey forms will assist participating agencies in their program planning. A copy of the tabloid was mailed directly to every home in Durham County.

Contact Person: Mrs. Barbara Foster, Director
 Durham County Community
 Education Program
 Durham County Schools
 P.O. Box 3823
 Durham, North Carolina 27702

Texas

Comal County -- The Comal County Community Education brochure includes information about Texas Agricultural Extension programs. A listing of all Home Demonstration and 4-H clubs in the county along with meeting dates and times was provided.

Contact Person: Director of Community Education
 Comal County Public Schools
 New Braunfels, Texas 78130

Washington

Whatcom County -- The Fall Community Education Guide for Whatcom County included a listing of several educational programs offered by the Cooperative Extension Service. The guide is published by the Whatcom County Community Education and Recreation Council, of which the Cooperative Extension Service is a member.

Cooperation in the promotion of programs offered by various community agencies makes economic sense and has a great impact on the community.

Contact Person:

Mr. Jerry Thornton, Director
Center for Community Education
Development
Old Capitol Building
Office of the State Superintendent
of Public Instruction
Olympia, Washington 98504

Interagency Cooperation

One of the components of Community Education involves facilitating inter-agency cooperation. Agencies working together in a community can create a new kind of synergism where the potential of coordinated activity and cooperative effort is far greater than when each agency functions independently.

In many localities that have implemented Community Education new vehicles for agencies to work together have been developed. Cooperative Extension units have found their participation in these interagency organizations to be highly beneficial. The interagency organization offers the opportunity to jointly plan programs to meet community needs, share resources and eliminate unnecessary duplication.

Virginia

Gloucester County -- The Cooperative Extension Agents in Gloucester County began working on developing a Community Education program in 1975. They brought groups of citizens and officials together to study the concept and examine its potential for the county. In 1976 the county was awarded a grant from the Federal Community Schools Act to establish a program.

During the program's first year a Community Expo was held featuring exhibits of services available from over 80 agencies and organizations. The one-day event in this rural county drew over 4,000 people. Freedom B. Goode, VPI&SU Extension Agent, praised the spirit of community cooperation and public interest. "This is what Community Education is all about -- making schools more available to all ages," he said.

Goode is the newly elected chairperson of the Gloucester Community Resource Council.

Contact Person:

Mr. Freedom B. Goode
VPI&SU Extension Division
Box 156
Gloucester, Virginia 23061

Washington

Vancouver -- The Community Education program has a council made up of representatives from community service providing agencies. The council has operated in Vancouver for about 3 years and has really helped the agencies to begin to pull together. Cooperative Extension is well represented on the council and uses it to help other agencies understand its mission. The community school has assigned one person to serve as the liaison person with the extension office.

Community Education helps develop a spirit of cooperation and vehicles for all the community's resources to work together.

Contact Person: Community Education Director
 Vancouver Public Schools
 Vancouver, Washington 98664

Selected References

Decker, L. E., People Helping People: An Overview of Community Education, Midland, Michigan, Pendell Publishing, 1976.

Presents a brief explanation of the philosophy, goals, and organization of a Community Education program. The monograph also includes information on the implementation process. (22 pages)

Littrell, D. W., The Theory and Practice of Community Development, Columbia Missouri, University of Missouri, Extension Division, 1973.

A brief review of the theory and practice of community development. Contains several case studies citing examples of community development practice. (40 pages)

Parson, S. R., Cooperative Extension Guide to Community Education Development, Blacksburg, Virginia, VPI&SU (Extension Division), 1977.

A guide for Cooperative Extension personnel involved in developing Community Education programs. A social action model for Community Education development is featured. (29 pages)

Parson, S. R., Emerging Models of Community Education, Midland, Michigan, Pendell Publishing, 1976.

A monograph featuring information on 5 different types of Community Education programs which have been implemented. Included is a discussion of Cooperative Extension/Community Education Models. (30 pages)

Parson, S. R., Public Schools and 4-H Programs: Building a Partnership, Blacksburg, Virginia, VPI&SU, Extension Division, 1977.

A paper dealing with a rationale for 4-H programs and public schools working together. Includes some suggested strategies for establishing or strengthening a partnership between 4-H and public schools. (7 pages)

Raudabaugh, J. N. and K. Munson, "Why Extension and Community Education Must Work Together," Community Education Journal, 5:5, 1975, p. 23.

A short article developing a rationale for Extension and Community Education working together. (1 page)

COMMUNITY EDUCATION AND COOPERATIVE EXTENSION

By
STEVE R. PARSON
Director, Cooperative Extension
Program for Community Education



Steve R. Parson

A great deal has been written recently about inter-agency cooperation in community education: indeed, this issue of the *Community Education Journal* is devoted to the topic. Typically, when we read about interagency cooperation we see a listing of agencies and resources that should be involved. The list ordinarily includes: Community Colleges, Park and Recreation Departments, Youth Agencies, Social Agencies and Health Agencies, but seldom, if ever, is the Cooperative Extension Service included.

This omission is puzzling in view of the fact that community education and Cooperative Extension share a great deal in philosophy and methods of operation. A recent U.S. Department of Agriculture brochure (PA 819, Government Printing Office, 1973) entitled "This Is Cooperative Extension," stated that extension agents "... help people develop the resources they have — natural, human, social and economic — to make their community a better place to live. They help citizens get together and organize their efforts — to study facts, discuss issues, plan and act for the good of all."

There would be little disagreement if one were to make the above statement about the role of the community educator. Why, then, haven't community education and Cooperative Extension formed a closer alliance to help people better develop the resources they have? A lack of understanding and communication can be pinpointed as one major cause in the lack of interaction between community education and Cooperative Extension.

Community educators often are very limited in their understanding of the role of Cooperative Extension. The misconception often held is that Cooperative Extension provides services only to farmers and farm families. True, today's Cooperative Extension Service does provide many services in the field of agriculture, but many additional services are also provided, and in towns and cities as well as in rural communities.

How Extension Operates

The Cooperative Extension Service is a three-way partnership. The state land-grant university, the U.S. Department of Agriculture, and the county (in some cases municipal) governments share in planning and financing Extension work.

The land-grant university is headquarters for the staff of specialists in agriculture, community development, family resources, 4-H youth work, marketing, environ-

ment, and related subjects, who work with county and area agents. More than 3,000 Extension offices throughout the nation form a vast network for serving people.

The Cooperative Extension Center for Community Education in Virginia

A general lack of understanding is also evident on the part of extension personnel who do not fully comprehend the community education concept. On July 1, 1974, the Virginia Cooperative Extension Service (VPI & SU) in cooperation with the Extension Service (USDA), the Mid-Atlantic Center for Community Education and the Mott Foundation, established the Cooperative Extension Program for Community Education. The main purpose of the program was to develop a national model for involving the Cooperative Extension Service in the development of community education programs.

The Virginia program is involving county and area Extension agents in leadership roles and helping communities develop the community education concept. To date, the experience in Virginia has shown that once Extension personnel have a basic understanding of community education, they provide effective assistance in the development process.

One of the reasons that Extension personnel are so effective in the development of community education lies in the fact that they are all part of the communities in which they work. This means that the impetus for community education is not coming solely from a university center, state department of education, National Community Education Association, or the federal government, but from within the community.

Once Community Education Programs Are Implemented

As community education programs are implemented Cooperative Extension continues as an important community resource. Extension is equipped to assist in meeting a wide variety of community needs. The community school becomes a vehicle through which Extension can deliver services to people. Some examples of program areas are:

- Student Enrichment Programs (4-H)
- Volunteer Development
- Adult and Continuing Education (including graduate level)
- Community Needs Assessment
- Community Leadership Training

COOPERATIVE EXTENSION

What Can Be Done to Bring Together Community Education and Cooperative Extension

Initially, there are two ways in which the Cooperative Extension Service can be involved with community education. In communities with existing community education programs lines of communication can be established (if they are not in existence) between the local Extension unit and the personnel coordinating the community education program. This communications process should include a complete interchange of role definitions. Such understanding of roles will facilitate the establishment of inter-relationships between Cooperative Extension and community education programs.

The other way Cooperative Extension can be involved is for those active in helping develop new community education programs (primarily university center and state department personnel) to establish contact with the Cooperative Extension Service in their state. Many state extension services have Community Resource Development (CRD) program areas. The staff from these program areas would be a good contact, as community developers find themselves involved in activities that often parallel the work of the community educator.

Workshops can be developed for Extension personnel and community educators to gain a better understanding of each other's roles. Such workshops could also provide a forum to explore inter-relationships and linkages that can be developed between the Extension Service and community education.

Can Community Education and Cooperative Extension Coexist?

Cooperative Extension staffs tend to fear that community school will "run them out of business," for they are providing programs that extension has always offered. On the other hand, community educators ask, "Why can't these Extension folks support our program and provide teachers for our classes?"

What we have is a problem of role definition. In a recent article, Minzey examined the relationship of community colleges and community schools. His comments might just as well have been made about the relationship between the Cooperative Extension Service and community schools. He wrote that community schools:

... are a system by which (these) services can be more adequately delivered. The resources cannot replace the schools in this system since they do not have the potential of staffing or facilities in the smaller community which is necessary for the system to work. The community schools, by the same token, do not have the capability for providing programs or services comparable to those provided by the various resources and should not attempt to duplicate the operations of others. The only time that a community school should provide programs, whether credit, non-credit, adult, recreation, etc.,

is when no other agency or institution can or will provide the service appropriately.¹

If we are going to strive for cooperation among resources in our communities, we must first initiate the process of role definition. This definition process will identify the resources available and the services they are able to provide. It is important, however, that agencies and institutions deliver services via the community school and still maintain their independent identities.

Cooperation begins with communication and role definition. The sooner we begin this process, the sooner we will have community resources interacting to better meet the needs of people.

¹ Minzey, Jack. "Community Education vs. Community Colleges," *Community Education Journal*, 5:1, 1975, pp. 23-25.

